

## Inquiring Minds

### Lesson Preparation

Daily Lesson 2	READING	
	TEKS	Ongoing TEKS
	E1.20A	EI.Fig19A E1.15Ci
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors build a foundation for research by asking relevant questions and developing a plan. —Why is it important to ask questions about the world around us?</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —How do readers connect to fiction?</li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Research question</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>One article on social or cultural issue from Daily Lesson 1 (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 06 Reading Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Choose one article from Daily Lesson 1 and duplicate for each student. Select a different teacher-selected article to use to model writing a probing question.</li> <li>Review <a href="#">Exit Slips</a> from Daily Lesson 1 and add comments as needed.</li> <li>Prepare chart paper large enough to create a graffiti-type wall chart titled "Wall of Questions."</li> <li>Refer to Teacher Resource: <b>English I Unit 06 Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>The Reading Appetizer partially assesses Performance Indicator: <i>"Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text."</i></p> <p>A major research question should be one clear, significant, researchable, and goal-setting question that contains information that can be collected from various sources.</p>	
<b>Teacher Notes</b>		

## Instructional Routines

Daily Lesson 2	READING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective</u> : Students formulate a major research question.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer.</li> <li>2. Instruct students to create a T-Chart in the Reader's Notebook. Title columns <i>"Quote"</i> and <i>"What I Wonder"</i>.</li> <li>3. Display the teacher-selected article. Review the article and model selecting two quotes that make one wonder and record the information in the Teacher Reader's Notebook.</li> <li>4. Using this exercise as a reference, discuss as a class the criteria of an effective research question. An effective research question is one that is open-ended, broad enough to allow students to explore, and limited enough that it is not too much to research.</li> <li>5. Model writing a question related to the teacher "wondering" and the quote.</li> <li>6. Distribute articles to students. Instruct students to read the article and in the Reader's Notebook, write two quotes from the article that make them wonder. Ask for student volunteers to share their "wonderings." As a class, formulate open-ended questions as examples.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute <b>Exit Slips</b> from Daily Lesson 1 and instruct students to read comments and make appropriate adjustments to their selected topics.</li> <li>2. Ask: <b>What do you wonder?</b> Instruct students to formulate a major research question about their selected topic.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students write their questions on the graffiti-chart titled "Wall of Questions." After students post questions, discuss with class the effectiveness of each question.</li> <li>2. <b>Exit Slips</b>: Each student records his/her research question on the back of the topic note card and submit.</li> </ol>